

# Russian SOLT 1 Module 4 Lesson 4 **Student Manual**



Mission and Equipment

## **Objectives**

At the end of this lesson you will be able to understand, obtain and provide information about **mission and equipment**. You will learn how to give a description of a mission and equipment. Specifically, with your point of contact, you will be able to:

### **Get to know your Point of Contact**

- Establish mission relationship and requirements with your counterpart
- Identify the purpose of the mission
- Discuss personal experience during military training
- Discuss your mission with your point of contact

## Get to Know your Point of Contact

**Tip of the day:** Like in the word Спецназ the abbreviation спец is found in many words like: спецзадание – *special mission*, спецодежда – (*special purpose*) overalls, uniform, спецотдел – *special department*, спецрейс – *special (charter) trip, journey, flight*, etc. In colloquial speech the word спец is also used independently as an abbreviated form of специалист.

### Exercise 1

Read the conversation between two soldiers and answer the following questions.

Прапорщик Александр Соколов and Sergeant Pete Hunter are discussing their experience skills and details on the mission they are going to participate in.

- Саша, какая твоя военная специальность? В чём ты спец?
- Я специалист широкого профиля: я десантник-парашютист, я владею всеми видами оружия, я парамедик-спасатель и я хороший механик. Ещё я умею делать ловушки для животных и птиц. А у тебя, Пит, какая военная специальность?
- Я тоже владею всеми видами оружия и я тоже опытный парашютист. Кроме этого, я водолаз-аквалангист и специалист по взрывным устройствам. Я тоже умею делать ловушки: для животных, для птиц и для рыбы. Саша, какая главная задача нашей операции, ты знаешь?
- Да, это задача по уничтожению банды террористов. Банду надо обнаружить и захватить или уничтожить. Командир нашей группы – капитан Шукин. Я его заместитель.
- Понятно, наша группа будет взаимодействовать с вашей на втором этапе операции, да?
- Насколько я знаю, это так.
- Какое у нас будет вооружение и другие средства?
- Насколько я знаю, у нас будут вертолёты, десантный катер, лёгкое вооружение, гранаты, противогазы, приборы ночного видения, и другое снаряжение. Помимо этого, у нас будет аппаратура спутниковой связи и глобальной системы позиционирования.
- Когда у нас инструктаж?
- Завтра в восемь утра. Там мы узнаем все подробности.

1. Which specialties and skills does Sasha have?
2. Which specialties and skills does Pete have?
3. What is the mission of the operation?
4. Who is the commander of the task force?
5. Who is the deputy?
6. When does the American team join in?
7. What kind of weapons and equipment will be used?
8. When and where are they going to find out all the details?

**Answer key:**

1.	5.
2.	6.
3.	7.
4.	8.

***Exercise 2***

*Pretend that your team is planning a week long training exercise to be held jointly with a Russian unit. Each of your team members is going to address one aspect of the plan at a joint briefing session. Make a list of ranks, names, and topics to be covered. Then present your outline to your class as you would to a group of Russian soldiers.*

***Exercise 3***

***Work in pair:*** *Pretend that you are getting ready for a mission. You and your counterpart need to identify the purpose of the mission, establish a mission relationship, establish the requirements with your counterpart and discuss your mission with your point of contact.*

**Grammar Points:**

- The preposition **по** with the dative case used with the expressions: **специалист по...операции по....**,
- Denominal Adjectives (derived from nouns): **спутниковый, космический**. Passive constructions such as **была обнаружена бомба**, reflexive impersonal forms such as **предъявляются, монтируется, могут применяться**, will be introduced for recognition only.
- Verb Conjugation.

1. The preposition **по** with the Dative Case is used with the expressions: **специалист по компьютерам, специалист по спутниковой связи**, etc. In English, such constructions are usually rendered as compounds: a computer expert, a satellite communications specialist.

**2. Word-formation. Adjectives derived from nouns.**

Understanding word-formation in Russian will make you a more proficient reader and listener. Below we discuss two types of adjectives formed from nouns.

In English, unlike in Russian you can string several nouns together, with the preceding noun acting like an adjective. *For example: satellite communications, field conditions, space ship*. Some of these noun-noun combinations are classified as compounds. In Russian, such nouns preceding other nouns usually change their grammatical form and are converted into adjectives derived from nouns:

**спутник – спутниковая связь**  
**поле – полевые условия**  
**космос – космический корабль**

Adjectives ending in **-овый / -овой**, *for example: спутник - спутниковый* and **-евый / -евой**, *for example: поле - полевой* are used with the inanimate nouns to denote a quality possessed by a noun as in: **спутниковый телефон** (*satellite telephone*), **полевые условия** (*field conditions*).

Adjectives ending in **-ический** as in **космический корабль** are typically formed from roots of international origin. The suffix **-ический** often corresponds to English suffix: *-ic or -ical* as in:

**статистический** -- *statistical*  
**географический** -- *geographical*  
**космический** -- *cosmic*  
**климатический** -- *climatic*

**3. Participles.**

A participle is an adjective derived from the verb. Like an adjective, it agrees with the noun in number, gender and case. In this lesson, you will focus your attention on recognizing the so-called Past Passive Participle. Below we give you some of the rules for deriving an adjective out of a verb. It will help you improve your reading comprehension.

You will not be expected to memorize these rules.

**A.** For the verbs ending in **-ать, -ять** replace the **ть** with a double **-нн** and add the proper

Adjectival ending-. *For example:*

сделать, сделанный – to do, done потерять, потерянный – to lose, lost

**B.** For the infinitives that end in -ти use the future form as the base. *Examples:*

привести; приведу; приведённый – lead, given, mentioned

привезти; привезу; привезённый – brought by means of transportation

For the remaining first conjugation verbs, simply remove the soft sign ь and add the adjective ending: -тый. *For example:*

понять, понятый – to understand, understood

забыть, забытый – to forget, forgotten

**C.** For the remaining second conjugation verbs ending in -ить, simply replace the -ить with -енн or -ённ. *For example:*

получить, полученный – to receive, received

решить, решённый – to decide, decided/determined/resolved

It is best to look up the participial forms in the dictionary since there are many exceptions to the rules for participle formation. Participles will be addressed in greater detail in **Phase II**.

#### 4. Passive Constructions 'what was done to whom'

As you begin to read more news report in your lessons you will notice new grammatical constructions. One of them is the so-called Passive Construction. You will learn more about these forms in later lessons, especially in Phase II. In Phase I, you are expected only to recognize these forms. It will help you to understand better what the text is about. You will know **who did what to whom** when the sentence form actually is 'what was done to whom'.

*For example:*

Active construction: Пьяный водитель убил двух человек. – A drunk driver killed two people.

Passive construction: Два человека были убиты пьяным водителем. – Two people were killed by a drunk driver.

The meaning of these sentences is almost identical.

#### The Passive construction.

Object becomes → Subject

Subject (the doer) becomes → Instrumental

The predicate is changed from an active verb → to a form of the verb to be + the so-called passive participle.

The participle in the predicate position (after the verb 'to be') is used in the so-called short form.

*Other examples:*

Специалисты	сертифицировали	товар
Товар	был	сертифицирован специалистами.

The doer of the action is often not mentioned as in:

Товар был сертифицирован. – The merchandise was certified.

Please keep in mind that the verb **'to be'** is omitted in Russian in the Present Tense as in:

**Товар сертифицирован.** – *The merchandise is certified.* As a result you see just the participle form in the predicate position.

*Other examples are:*

**В Грозном предотвращён очередной террористический акт.** – *A terrorist act (has been, or is) prevented in Grozny.*

**На заводе была обнаружена авиабомба.** – *A bomb was found in a factory.*

Note the word order in the two sentences above. In English, in the overwhelming majority of sentences, the subject must precede the verb. In Russian, where the word order is 'free', the subject is often found at the end of the sentence, after the verb. In English, this position in the sentence is reserved for the object. This kind of word order reflects the information structure of the sentence. The most important information "the new" is placed at the end of the sentence.

You will practice recognizing the passive constructions in your readings in the **Integration** section of this lesson, *Activity 10 and 11.*

### Verb Conjugation

**Знать – to know**

Person / Pronoun	Present	Past				Future (compound)
		Singular			Plural	
	All Genders	Masc	Fem	Neut	All Genders	All Genders
я	знаю	знал	знала			буду + inf
мы	знаем				знали	будем+ inf
ты	знаешь	знал	знала			будешь+ inf
вы	знаете				знали	будете+ inf
он/она/оно	знает	знал	знала	знало		будет+ inf
они	знают				знали	будут+ inf
<b>Imperative:</b> знай, знайте						

**Уметь – to know how to do**

Person / Pronoun	Present	Past				Future (simple)
		Singular			Plural	
	All Genders	Masc	Fem	Neut	All Genders	All Genders
я	умею	умел	умела			умею
мы	умеем				умели	умеем
ты	умеешь	умел	умела			умеешь
вы	умеете				умели	умеете
он/она/оно	умеет	умел	умела	умело		умеет
они	умеют				умели	умеют
<b>Imperative:</b> умей, умейте						

## Grammar exercises

### *Exercise 1*

Every student makes up one sentence on a pre-selected topic using a verb (in any form) from the tables above. Then every student reads his/her sentence. Does it make a story? If not, read the sentences again in a different sequence. Does it make a story now? One student will now tell the whole story. Other students will be helping him/her.

### *Exercise 2*

Look at the list of words and phrases below. They represent a list of various specializations.

A. Finish the phrase: **Я специалист по \_\_\_\_\_** using the phrases from the list.

B. Choose a specialization, write it down on an index card.

C. Then all students stand up and form the **fluency circles** with two circles, one inner and one outer (using the principle introduced in some previous lessons). The students face each other.

D. The students in the outer circle ask the partners from the inner circle the question: **КТО ТЫ ПО СПЕЦИАЛЬНОСТИ?** of the member of the inner circle. The partner in the inner circle replies: **Я специалист по \_\_\_\_\_**, and in turn asks the partner from the outer circle: **А ТЫ КТО ПО СПЕЦИАЛЬНОСТИ?** Who, in turn, replies by giving his specialty.

After both partners from the outer and inner circle have asked and answered each other questions, the circle moves by one person. This continues until each member of the outer and each member of the inner circle exchanged a conversation.

взрывные устройства

компьютеры

связь

спутниковая связь

тяжёлое оружие

лёгкое оружие

оптика

мотоциклы

электроника

автомобильное дело

легковые автомобили

электронная техника



аквалангист	scuba diver
аппаратура спутниковой связи	satellite communication equipment
вертолёт	helicopter
взаимодействовать	to cooperate
взрывной	explosive
владеть/овладеть	to possess, to own, to be an expert
водолаз	diver
глобальная система позиционирования	GPS – Global Positioning System
граната	grenade
десантник	member of assault landing force
задача	mission, task
заместитель	deputy
захватывать/захватить	to capture
инструктаж	briefing
катер	cutter, launch, boat
ловушка	trap
обнаруживать/обнаружить	to locate
опытный	experienced
парашютист	paratrooper
подробности	details
прибор ночного видения	night vision device
противогаз	gas mask
профиль	profile
разведчик	intelligence specialist
сержант по оперативным вопросам	operation sergeant
снаряжение	gear
спасатель	rescuer
спасать/спасти	to save, to rescue
специалист по легкому оружию	second weapons specialist
специалист по тяжелому оружию	first weapons specialist
уничтожать/уничтожить	to destroy
уничтожение	destruction, annihilation
устройство	1) device; 2) process of arrangement

**The Russian Officer**



Gen. Shamanov describes how "Operation Wolf Hunt" was carried out. February 6, 2000  
In Grozny  
(Photo: courtesy of PTP)



Gen. Fomenko, February 6, 2000  
In Grozny  
(Photo: courtesy of NTV)

In the Russian military, you can sometimes see an officer performing tasks, which is supposed to be done by his subordinates. The basic concept is that the superior is not only the commander but also an instructor who is always there to teach and assist, he is supposed to be able to do everything that his subordinates can do, or even better. It is also a matter of personal pride for an officer to be a “Jack of all Military and Civilian Trades” in the eyes of his subordinates.

**Activity 1**

Use an assumed Russian name and a military identity including rank, position in your branch of the army and location of your unit. Go around the room and introduce yourself to your classmates.

**Model:**

Я сержант Морозов.

Я командир артиллерийского взвода.

Моя часть находится в Пензе.

**Группа А****Командир группы**

(Detachment Commander)

**Заместитель командира группы по технической части**

(Technical Officer and Assistant Detachment Commander)

**Сержант по оперативным вопросам**

(Operations Sergeant)

**Разведчик**

(Intelligence Specialist)

**Фельдшер**

(First medic)

**Старший сапёр**

(First Demolition Specialist)

**Радист**

(Second Communications Specialist)

**Специалист по тяжёлому оружию**

(First Weapons Specialist)

**Специалист по лёгкому оружию**

(Second Weapons Specialist)

**Старший связист**

(First Communications Specialist)

**Санинструктор**

(Second Medic)

**Младший сапёр**

(Second Demolition Specialist)

**Activity 2**

With the help of your instructor, prepare an introduction of yourself as a member of your A team. Imagine that your entire team is meeting a Russian unit for a joint exercise somewhere in Russia. Go to the front of the class and introduce yourself. Mention your name, rank, and function or position within your A team.

**Model:**

Я старший сержант Маккен. Я сержант по оперативным вопросам.

**Activity 3**

Students use their assumed identity to role-play “getting to know each other.” First, fill out your own “ID card” below, including Army branch, duty position, and duty station. Then rotate around the room to meet the others. Ask and answer questions about career, job satisfaction, income, personal background, family, children, cars etc.

**Model:**

Вы давно служите командиром роты?

Вам нравится служить в артиллерии?

Где находится ваша часть?

Вы женаты/замужем? и т.д.

Имя:	Фамилия:
Звание:	с какого года:
Должность:	с какого года:
Подразделение:	с какого года:
Место службы:	с какого года:

**Activity 4**

**Work in pairs.** Listen to the announcement at an international sports competition. Now look at the transcript of this announcement and fill in the missing words and the word endings.

А теперь, дамы и господа, позвольте мне представить членов международной команды по лёгкой атлетике:

Номер 1 – Майкл Никола \_\_\_\_\_ Ливан \_\_\_\_\_

Номер 2 – Пьер Латур \_\_\_\_\_ Бельги \_\_\_\_\_

Номер 3 – Абдул Ибрагим \_\_\_\_\_ Ирак \_\_\_\_\_

Номер 4 – Кирилл Боганиев \_\_\_\_\_ Болгари \_\_\_\_\_

Номер 5 – Олег Борисов \_\_\_\_\_ Росси \_\_\_\_\_

Номер 6 – Питер Мюллер \_\_\_\_\_ Германи \_\_\_\_\_

Номер 7 – Дариус Нассер \_\_\_\_\_ Иран \_\_\_\_\_

Номер 8 – Иби Мабуто \_\_\_\_\_ Конг \_\_\_\_\_

Номер 9 – Хосе Сантош \_\_\_\_\_ Португали \_\_\_\_\_

Номер 10 – Джин Лафонт \_\_\_\_\_ Швейцари \_\_\_\_\_

**Activity 1**

**Work in pairs.** You are assisting your Russian counterpart with the review of the professional literature for the purchase of military equipment. You came across the commercial provided below. You can understand most of it if you look at the cognates.

- A. View the images for clues, read the title, find the cognates and provide the English equivalent of the title.
- B. Go through the text, find the cognates and underline them.
- C. Go through the text and write down the verbs with the **-ся** form in the space provided; some of them are given in the third person singular or plural and some of them are given in the infinitive. What is the meaning of these forms? How would you render them into English? You may consult the dictionary.

**Answers:**

A.

B.

C.

These are impersonal forms.



Станция Инмарсат-В удовлетворяет даже самым строгим требованиям, которые предъявляются к системам, используемым в военных и специальных организациях. Инмарсат-В дает возможность быстро устанавливать связь, легко монтируется и настраивается в считанные секунды. Прочные (durable) терминалы могут вынести самые сложные (complicated) погодные (weather, *adjective*) условия и могут применяться в полевых условиях.

**Мобильная спутниковая система Инмарсат-В с опцией 56/64 КБит/сек.**

**Activity 2**

**Work in pairs.**

Your reading comprehension will improve greatly if you become aware of the relationship between words. The words in the left column are the adjectives as they appear in the text. Write the related nouns in the right column.

	<b>Answers:</b>
1. погодные	
2. полевых	
3. спутниковая	

**Activity 3**

Find out if the equipment described in the text is suitable for the military and field conditions (find the sentences or phrases in the text that tells you that).

**Activity 4**

Below is a scrambled list of the important features of the advertised system. Match the scrambled phrases with their English equivalents by drawing the connecting lines.

1. Инмарсат-В дает возможность быстро устанавливать связь.	a. Inmarsat-B is easy to assemble. b. Inmarsat-B can be tuned up within seconds.	
2. Инмарсат-В легко монтируется.		
3. Инмарсат-В настраивается в считанные секунды.	c. Inmarsat-B allows for fast connections.	

**Activity 5**

Continue your role as an assistant to your counterpart in selecting equipment. This time you will be listening to a commercial. **Answer:**

- A. View the images for clues, read the captions, find the cognates and provide the English equivalent of the title. **A.**
- B. Listen to your instructor and write down as many cognates as you can in the grammatical form that was used. **B.**



**Спутниковые коммуникации России**



**Персональный, портативный космический телефон**

**Activity 6**

Look at the scrambled list of the important features of the advertised system. Match the scrambled phrases with their English equivalents.

1. Вы сможете звонить с обычного телефона.	A. You can receive electronic mail.	
2. Вы сможете отправлять и принимать факсы.	B. You can send information to a pager.	
3. Вы сможете отправлять и принимать информацию	C. You may send and receive faxes.	
4. Вы сможете получать телефонные звонки с обычного телефона.	D. You may receive phone calls from an ordinary telephone.	
5. Вы сможете получать электронную почту.	E. You may call from an ordinary telephone.	
6. Вы сможете отправлять информацию на пейджер.	F. You may send and receive data.	

**Activity 7**

Now listen to the instructor read the text that you listened to in **Activity 5** for the confirmation of your matching in **Activity 6**.

**Activity 8**

**Work in pairs.** Listen to the instructor read the text and take notes.

- A. Find out how much it costs to install the phone.
- B. Find out the rate of a one-minute call or one minute of data transfer by fax.

**Answers**

- A.**
- B.**

**Note:** the abbreviation = **y.e.** means **условные единицы** and amounts to the price given in dollars.

**Activity 9**

**Mingle. Scenario.** You are attending a party where you are going to meet your Russian colleagues who are communication specialists. Invent an identity for yourself including a rank, and specialization, in any area, preferably in the area of communications. Jot down a few questions that you would like to ask your colleagues about the problems in the area of communications. Some students will play the role of the Russian counterparts and some will play the role of the Russians. Use the information from the previous activities as the basis. Go around the classroom and mingle with other students. Introduce yourself to at least three people and conduct a conversation.

**Activity 10**

*The following reading texts will deal with several actual missions.  
The instructor will circulate in the classroom to help you with your task.*

**Work in pairs.**

- A. Listen to the instructor read the text.*
- B. Go through the text and underline as many cognates as you can.*
- C. Write down the passive constructions. Try to render them into English. Use the **Vocabulary** section or a dictionary.*
- D. Read and determine the type of the mission, the type of danger/equipment and the specialists involved. Double-underline the relevant words and phrases.*

**предотвращён** means (*it has been*) *prevented*  
A terrorist act has been prevented in Groznyj. The policemen found, neutralized and destroyed a bomb.

В Грозном предотвращён очередной террористический акт. Как сообщили во временном пресс-центре МВД России на Северном Кавказе, в Октябрьском районе Грозного при проведении оперативно-розыскных мероприятий сотрудники милиции обнаружили, обезвредили и уничтожили фугас на базе 152-мм снаряда с электродетонатором и 60 метрами проводов.

**Activity 11**

**Work in pairs.**

- A. Go through the text and underline as many cognates as you can.*
- B. Read and determine the type of the mission, the type of danger/equipment and the specialists involved. Write down the relevant words and phrases. The instructor will circulate in the classroom to help you with your task.*
- C. Compare your answers with your partner and the rest of the class.*

На Волжском трубном заводе обнаружена (found) авиабомба П-50Ш, сообщили в пресс-службе предприятия. 23 июля на предприятие прибыл железнодорожный состав с металлоломом, поставщиком которого являлась фирма "Фазтон" (Актюбинск, Астраханская обл.). Товар был сертифицирован, в том числе и на взрывобезопасность. Во время разгрузки, которая велась обычным способом, была обнаружена авиабомба. Сапёры вывезли снаряд в безопасное место, где он и был обезврежен.

**Answers:**

**A.**

**B.**

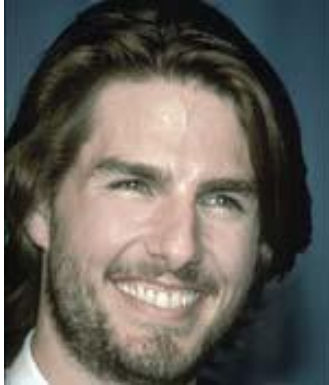
**A.**



**Activity 12**

**Work in pairs. Odd-one-out.**

**A.** Look at the three photographs of well-known actors who played in films about special missions.



Том Круз



Джон Уэйн



Сильвестр Сталлоне

**B.** Now read the two summaries of two films below and match them with the photos. We carefully avoided mentioned the names of the main heroes or the names of actors. Guess the names of the heroes and the names of the films.

**Summary 1**

В этой серии фильма наш герой живёт один в отдалённом буддийском монастыре. Его старый друг и наставник Траутман неожиданно приезжает к нему и просит его поехать с ним в Афганистан для выполнения секретной миссии. Наш герой отвечает отказом. Траутман едет один и сразу после своего приезда он попадает в руки неприятеля. Наш герой узнаёт об этом и немедленно организует спасательную операцию.

**Summary 2**

Миссия начинается так. Агент ветеран Джим Фелпс и его опытная команда получили специальную задачу. Выполнение операции начинается очень, очень плохо. В одной из лучших сцен фильма герой спускается с потолка в секретную лабораторию, где он должен извлечь данные из компьютера.

**Activity 13**

**Миссия невыполнима.**

**A.** The class is divided into two groups. The goal is to plan your own missions "impossible". Draw plans, maps, and sketches. Assign roles to the players. Choose equipment. Use the words from the Vocabulary list and the previous sections of this lesson. The instructor will circulate in the classroom to assist you.

**B.** Each group describes their mission and its success to the class.

**Activity 1**

Listen to (track 42-1) the story about Michael Kuznetsov and complete the sentences below.

- |   |
|---|
| 1. Michael Kuznizov is a First Weapons _____. |
| 2. Michael's parents live in _____.           |
| 3. Michael's mother is from _____.            |
| 4. Michael's brother serves in _____.         |

**Activity 2**

Read the two pieces of news and complete the sentences below by choosing the correct answer.

**Израиль**

Командующий Израильской армией генерал-майор Шол Мофаз посетил Турцию и встретился с начальником генерального штаба Исмаилом Хакки Карадаи.

**Таджикистан**

Выступая на XX сессии генеральной ассамблеи ООН, президент Таджикистана Эмомали Рахмонов обратился за международной помощью в борьбе с наркобизнесом.

- |  |                     |
|--|---------------------|
| 1. The Commander of the Israeli Army went to | a. Thailand         |
|  | b. Turkey           |
|  | c. Tajikistan       |
| 2. The big problem in Tajikistan is          | a. terrorism        |
|  | b. political unrest |
|  | c. drugs            |

**Activity 3**

Write a short story (2-3 sentences) about a real or an invented mission you participated in. You can begin the sentences with the phrases below and use the dialogue in **Introduction** as a model. Read your story in the class the next day and compare it with the stories of your group-mates.

Моя военная специальность ...

Главная задача нашей операции была ...

У нас были ...